

the condition of education 2001



INDICATOR 34

Coursetaking in English and Foreign Languages

The indicator and corresponding tables are taken directly from *The Condition of Education 2001*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2001*, visit the NCES web site (<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2001072>) or contact ED PUBs at 1-877-4ED-PUBS.

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NATIONAL CENTER FOR EDUCATION STATISTICS

U.S. Department of Education
Office of Educational Research and Improvement

Coursetaking and Standards

Coursetaking in English and Foreign Languages

Female high school graduates completed English and foreign language courses at higher rates than their peers. Private school graduates completed foreign language courses at higher rates than their peers.

While trends in coursetaking since 1982 indicate that more students are completing English and foreign language courses classified as advanced academic courses (*Indicator 33*), these trends do not reveal which students are taking the more academically challenging courses. Among 1998 high school graduates, completion rates of advanced courses varied by sex, control of school, and whether graduates pursued the Core New Basics curriculum, but they did not vary consistently by race/ethnicity.

Females were more likely than males to have completed advanced English and foreign language courses. This course-taking pattern differs from that for science and mathematics, where males and females completed advanced courses at comparable rates (*Indicator 39, The Condition of Education 2000*).

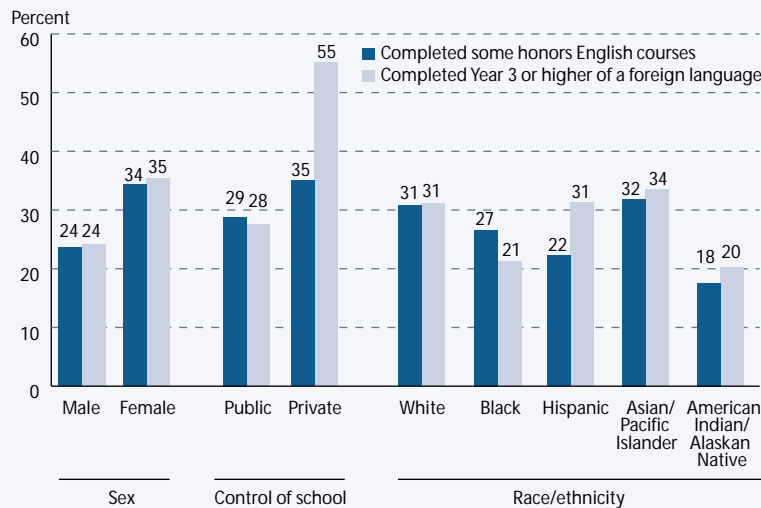
As with mathematics and science, private school graduates were more likely than public school graduates to have completed foreign language courses. They were less likely to have completed no or low academic level courses in a foreign language than their public school peers. Apparent differences in the rates

of completion of advanced English, however, were not statistically significant.

Graduates who completed the Core New Basics curriculum were more likely than those who did not to have completed advanced English and foreign language courses (as in mathematics and science). However, among those who completed this curriculum, 53 percent completed only regular English courses, and 7 percent low academic level English courses. In foreign languages, 50 percent of those who completed the core New Basics completed low academic level courses, and 11 percent no course.

Racial/ethnic course-taking patterns were less discernible. Unlike in mathematics and science, no racial/ethnic group completed advanced courses in English or a foreign language at rates higher than all other groups. However, black graduates were less likely than Asian/Pacific Islanders, Hispanics, and whites to have completed foreign language study at the advanced level. Also, Hispanic students were more likely than other groups (except Asian/Pacific Islanders) to have completed an AP course in a foreign language.

DIFFERENCES IN COURSETAKING: Percentage of 1998 high school graduates who had taken advanced academic English courses and a foreign language, by selected characteristics: 1998



NOTE: See notes to the accompanying tables (on the opposite page) on the various levels of English and foreign language courses.

SOURCE: U.S. Department of Education, NCES, 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

FOR MORE INFORMATION:

Supplemental Notes 1, 6

NCES 2000-062, Indicator 39



¹ Indicates that student transcript records did not list any recognized English courses; however, these students may have studied some English. If students took only English as a second language (ESL) courses for credit, they would be listed in this category.

² Low academic level courses include all general English courses classified as “below grade level.” Students may have taken a general English course classified as “honors” and be included in the low academic level if the percentage of “below grade level” courses completed was greater than the percentage of “honors” courses completed.

³ Includes students who completed a general English course classified as “below grade level” if they completed a greater percentage of “honors” courses than “below grade level” courses.

NOTE: For each graduate, the percentages of completed courses classified as “below level,” “at grade level,” and “honors” were calculated. (Not all students completed 4 years of English.) After the percentage of completed courses at each level had been calculated, the percentage of graduates who fit the category requirements for each level was determined, as explained in *Supplemental Note 6*. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

ENGLISH COURSETAKING: Percentage distribution of high school graduates according to the type of English courses taken, by student and school characteristics: 1998

| Characteristic | No English ¹ | Low academic level ² | | | Regular English (no low or honors) courses | Advanced academic level ³ | | | |
|------------------------------------|-------------------------|---------------------------------|--------------------------|-------|--|--------------------------------------|---------------|----------------|-------|
| | | 50% or more of courses | Less than 50% of courses | Total | | Less than 50% honors | 50–74% honors | 75–100% honors | Total |
| | | | | | | | | | |
| Total | 0.9 | 4.0 | 9.7 | 13.7 | 56.1 | 9.1 | 7.7 | 12.4 | 29.3 |
| Sex | | | | | | | | | |
| Male | 1.2 | 4.9 | 10.9 | 15.8 | 59.4 | 7.8 | 6.1 | 9.8 | 23.6 |
| Female | 0.7 | 3.1 | 8.5 | 11.7 | 53.2 | 10.2 | 9.2 | 15.0 | 34.4 |
| Race/ethnicity | | | | | | | | | |
| White | 0.7 | 3.3 | 8.3 | 11.6 | 56.9 | 9.4 | 8.1 | 13.2 | 30.8 |
| Black | 1.1 | 4.8 | 12.8 | 17.6 | 54.6 | 7.9 | 7.4 | 11.3 | 26.6 |
| Hispanic | 2.2 | 7.3 | 14.9 | 22.2 | 53.3 | 7.9 | 5.8 | 8.6 | 22.3 |
| Asian/Pacific Islander | 0.9 | 4.6 | 8.3 | 12.9 | 54.3 | 12.6 | 7.4 | 11.9 | 31.9 |
| American Indian/ Alaskan Native | 0.3 | 5.4 | 12.1 | 17.6 | 64.6 | 6.8 | 5.1 | 5.7 | 17.6 |
| Met Core New Basics? | | | | | | | | | |
| Yes | 0.3 | 1.4 | 5.4 | 6.7 | 53.1 | 11.8 | 9.9 | 18.1 | 39.9 |
| No | 1.7 | 7.3 | 14.9 | 22.2 | 59.9 | 5.9 | 5.0 | 5.3 | 16.2 |
| Control of school | | | | | | | | | |
| Public | 1.0 | 4.4 | 10.2 | 14.6 | 55.7 | 8.6 | 7.5 | 12.7 | 28.8 |
| Private | 0 | 0 | 4.0 | 4.0 | 61.0 | 14.9 | 10.3 | 9.8 | 35.0 |

FOREIGN LANGUAGE COURSETAKING: Percentage distribution of high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1998

| Characteristic | Highest level of primary foreign language completed [*] | | | | | | | |
|------------------------------------|--|-------------|-------------|-------------|-------------------------|------------|------------|-------------|
| | Low academic level | | | | Advanced academic level | | | |
| | Year 1 | | | Total | Year 3 | Year 4 | AP | Total |
| | None | or less | Year 2 | | | | | |
| Total | 19.4 | 19.2 | 31.5 | 50.7 | 17.4 | 8.5 | 4.1 | 30.0 |
| Sex | | | | | | | | |
| Male | 24.5 | 20.2 | 31.1 | 51.3 | 15.1 | 6.4 | 2.7 | 24.2 |
| Female | 14.6 | 18.0 | 32.0 | 50.0 | 19.5 | 10.5 | 5.5 | 35.4 |
| Race/ethnicity | | | | | | | | |
| White | 17.5 | 18.4 | 32.9 | 51.3 | 18.0 | 9.5 | 3.7 | 31.2 |
| Black | 21.4 | 23.5 | 33.8 | 57.4 | 14.1 | 4.7 | 2.4 | 21.2 |
| Hispanic | 24.2 | 20.7 | 23.8 | 44.5 | 17.6 | 6.1 | 7.6 | 31.3 |
| Asian/Pacific Islander | 32.7 | 12.3 | 21.5 | 33.7 | 16.6 | 10.5 | 6.4 | 33.5 |
| American Indian/ Alaskan Native | 23.7 | 31.7 | 24.5 | 56.1 | 14.3 | 5.7 | 0.1 | 20.2 |
| Met Core New Basics? | | | | | | | | |
| Yes | 10.8 | 11.9 | 38.1 | 50.0 | 23.0 | 11.1 | 5.3 | 39.3 |
| No | 30.1 | 28.2 | 23.3 | 51.5 | 10.4 | 5.4 | 2.7 | 18.5 |
| Control of school | | | | | | | | |
| Public | 20.5 | 20.1 | 31.8 | 52.0 | 15.9 | 8.1 | 3.7 | 27.6 |
| Private | 7.8 | 9.4 | 27.7 | 37.1 | 33.3 | 13.3 | 8.5 | 55.1 |

^{*} These figures include only students who studied French, German, Latin, or Spanish as these are the only foreign languages commonly offered in high schools for 4 years or more. Some students in each category also studied more than one foreign language.

NOTE: The distribution of graduates among the various levels of foreign language courses was determined by the level of the most academically advanced course they had completed. Graduates who had completed courses in different languages were counted according to the highest level course completed. Graduates may have completed advanced levels of courses without having taken courses at lower levels. See *Supplemental Note 6* for more details on these levels. Percentages may not add to 100.0 due to rounding.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.



FOR MORE INFORMATION:

Supplemental Notes 1, 6

NCES 2000–062, Indicator 39

Coursetaking in English and Foreign Languages

Table S34a Standard errors for the percentage of 1998 high school graduates who had taken advanced academic English courses and a foreign language, by selected characteristics: 1998

| Characteristic | Completed some honors English courses | Completed Year 3 or higher of a foreign language |
|--------------------------------|---------------------------------------|--|
| Male | 1.4 | 1.4 |
| Female | 1.3 | 1.7 |
| Public | 1.4 | 1.4 |
| Private | 2.7 | 5.6 |
| White | 1.6 | 1.8 |
| Black | 2.2 | 2.2 |
| Hispanic | 1.7 | 2.3 |
| Asian/Pacific Islander | 4.3 | 2.7 |
| American Indian/Alaskan Native | 3.0 | 3.3 |

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

Table S34b Standard errors for the percentage distribution of high school graduates according to the type of English courses taken, by student and school characteristics: 1998

| Characteristic | No English | Low academic level | | Regular English (no low or honors) courses | Advanced academic level | | | Total |
|--------------------------------|------------|------------------------|--------------------------|--|-------------------------|---------------|----------------|-------|
| | | 50% or more of courses | Less than 50% of courses | | Less than 50% honors | 50–74% honors | 75–100% honors | |
| Total | 0.1 | 0.6 | 1.0 | 1.5 | 1.7 | 0.7 | 0.7 | 1.0 |
| Sex | | | | | | | | |
| Male | 0.2 | 0.7 | 1.2 | 1.8 | 1.9 | 0.7 | 0.6 | 1.0 |
| Female | 0.1 | 0.5 | 1.0 | 1.3 | 1.6 | 0.8 | 0.8 | 1.1 |
| Race/ethnicity | | | | | | | | |
| White | 0.1 | 0.6 | 1.2 | 1.6 | 1.8 | 0.9 | 0.8 | 1.3 |
| Black | 0.3 | 1.2 | 1.3 | 2.0 | 2.8 | 0.8 | 1.0 | 1.2 |
| Hispanic | 0.4 | 1.6 | 1.8 | 3.2 | 3.2 | 0.9 | 0.7 | 1.0 |
| Asian/Pacific Islander | 0.2 | 1.1 | 1.8 | 2.5 | 6.4 | 1.3 | 1.9 | 2.8 |
| American Indian/Alaskan Native | 0.3 | 2.1 | 2.7 | 3.6 | 4.9 | 2.3 | 1.9 | 1.9 |
| Met Core New Basics? | | | | | | | | |
| Yes | 0.1 | 0.2 | 0.8 | 0.9 | 2.1 | 1.0 | 1.1 | 1.4 |
| No | 0.2 | 1.0 | 1.5 | 2.1 | 2.3 | 0.6 | 0.6 | 0.9 |
| Control of school | | | | | | | | |
| Public | 0.1 | 0.6 | 1.1 | 1.5 | 1.8 | 0.6 | 0.7 | 1.0 |
| Private | – | – | 1.7 | 1.7 | 3.1 | 3.3 | 3.1 | 4.1 |

— Not available.

SOURCE: U.S. Department of Education, NCES. 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.

Coursetaking in English and Foreign Languages

Table S34c Standard errors for the percentage distribution of high school graduates according to the highest level of foreign language completed, by student and school characteristics: 1998

| Characteristic | Highest level of primary foreign language completed | | | | | | | |
|------------------------------------|---|--------------------|--------|-------|-------------------------|--------|-----|-------|
| | None | Low academic level | | | Advanced academic level | | | Total |
| | | Year 1 or less | Year 2 | Total | Year 3 | Year 4 | AP | |
| Total | 0.9 | 1.0 | 1.3 | 1.2 | 1.0 | 0.6 | 0.5 | 1.4 |
| Sex | | | | | | | | |
| Male | 1.2 | 0.9 | 1.3 | 1.2 | 1.3 | 0.6 | 0.4 | 1.4 |
| Female | 0.8 | 1.2 | 1.4 | 1.5 | 1.2 | 0.7 | 0.7 | 1.7 |
| Race/ethnicity | | | | | | | | |
| White | 0.9 | 1.1 | 1.4 | 1.4 | 1.2 | 0.8 | 0.6 | 1.8 |
| Black | 1.9 | 1.7 | 2.1 | 2.2 | 1.7 | 0.8 | 0.5 | 2.2 |
| Hispanic | 2.5 | 2.9 | 2.5 | 1.9 | 2.0 | 0.7 | 1.0 | 2.3 |
| Asian/Pacific Islander | 5.8 | 1.8 | 2.8 | 3.8 | 1.7 | 1.0 | 1.4 | 2.7 |
| American Indian/ Alaskan Native | 5.1 | 3.2 | 3.3 | 4.6 | 2.9 | 2.0 | 0.1 | 3.3 |
| Met Core New Basics? | | | | | | | | |
| Yes | 1.0 | 0.9 | 1.8 | 1.8 | 1.5 | 1.0 | 0.7 | 2.0 |
| No | 1.5 | 1.5 | 1.5 | 1.2 | 0.9 | 0.9 | 0.5 | 1.7 |
| Control of school | | | | | | | | |
| Public | 0.9 | 1.0 | 1.3 | 1.2 | 1.0 | 0.6 | 0.5 | 1.4 |
| Private | 2.2 | 2.8 | 4.3 | 4.9 | 4.4 | 2.9 | 3.0 | 5.6 |

SOURCE: U.S. Department of Education, NCES, 1998 National Assessment of Educational Progress (NAEP) High School Transcript Study.